

# Equalities Policy

---

Adopted by: Larkwood LGB

Date: September 2016

Review date: September 2020

Signature of the Chair of the Academy Council: \_\_\_\_\_

*At the Lime Trust we are committed to ensuring equal opportunities for all regardless of class, disability, ethnic origin, gender, sexuality, family make-up, belief (religious or non-religious), or any other individual special need.*

## Introduction

---

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background.

Each academy is led by the Lime Trust values. Our values encourage all stakeholders to display the behaviours expected of a member of our school community: courage, trust, enjoyment, partnership, equality, excellence. All members of our community are of equal worth.

The equalities policy is an umbrella policy which covers and is inseparably linked to every other school policy including; special educational needs and disabilities (SEND), the school SEND report (local offer), equal opportunities, safeguarding, health and safety, behaviour, curriculum, teaching and learning, continued professional development, anti-bullying and the accessibility plan.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles:

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand and promote the idea that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith, and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community. Also to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## Aims and objectives

---

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their:

- sex (gender)
- race
- disability
- religion or belief
- gender reassignment
- sexual orientation or
- pregnancy/maternity
- age
- marriage/civil partnership

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties.

1. The Public Sector Equality Duty or 'general duty'.

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

2. Two 'specific duties'

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by April 6th 2012.
- Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

- Appendix 1 is a checklist of key equality considerations.
- Appendix 2 shows the school's Equality Action Plan.
- Appendix 3 is the procedure for dealing with prejudice related incidents.

*The Equality Act also applies to schools in their role as employers, and we comply with this in our recruitment procedures.*

## Development of the Policy

---

This policy has been ratified by the Academy Council which consists of parents/carers, staff and members of the local community. It is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

## What we are doing to eliminate discrimination, harassment and victimisation

---

- We take account of equality issues in relation to: admissions and exclusions; the way we provide education for our pupils; and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements, set by the Local Authority, are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, family make-up, pregnancy or maternity.

## Behaviour, Exclusions and Attendance

---

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## Addressing prejudice and prejudiced-based bullying

---

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs.
- Prejudices around race and culture, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum.
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.
- Prejudices around home circumstances.

We keep a record of different prejudice-related incidents and provide a report to the Academy Council about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

## What we are doing to advance equality of opportunity between different groups

---

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

## We collect and analyse data

---

On the school population by gender and ethnicity;

- On the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- By year group – in terms of ethnicity, gender and proficiency in English;
- On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing Impaired or Gypsy Roma Traveller pupil joins our school.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able". Instead, we refer to age-related expectations and the following bands: beginning, working within, secure and mastery.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We are also implementing an Accessibility Plan 2015-16 designed to:

- Increase the extent to which pupils with disability can participate in the curriculum;
- Improve the physical environment and;
- Improve the availability of accessible information to disabled pupils.

## Positive Action

---

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

## What are we doing to foster good relations

---

- Through our curriculum we prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We promote our school values which include: courage, trust, enjoyment, partnership, equality and excellence.
- We promote the British values which include: democracy; the rule of law; individual liberty;

and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through SMSC and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures e.g. Black History Month and International Week.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences e.g. debating.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. postcards home and celebration assemblies.
- We include Equalities matters in our newsletters to parents.

## Other ways we address equality issues

---

- We maintain records of all training relating the Equalities.
- Our monitoring records include evaluations of aspects of Equalities.
- We keep minutes of meetings where equality issues are discussed.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

---

- Review relevant feedback from the annual parent questionnaire, parents' evenings, parent-school forum and/or focus meetings or Academy Council meetings.
- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the school council, SMSC lessons and the class worry boxes.
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans, Personalised Provision Maps, mentoring and support.
- Ensure that we secure responses and feedback at Academy Council meetings and from the Academy Council's working groups.

## Publishing Equality Objective (see Equality Action Plan)

---

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data analysis which inform our discussions about the Equality Objectives.

We produce an Equality Action Plan that shows how we will achieve our objectives.

Our Accessibility Plan shows our objectives for increasing the participation of disabled pupils, improving our physical environment for disabled pupils and improving the access to information for disabled pupils.

We review and update our equality objectives annually and report to the Academy Council on progress towards achieving them. We involve and consult staff, pupils, Academy Council members and parents.

## Roles and Responsibilities

---

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### The Academy Council

---

The Academy Council is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Academy Council has a watching brief regarding the implementation of this policy.

Every Academy Council keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Academy Council members review the Equalities Policy and evaluate the success of the school's Equalities Work taking account of quantitative and qualitative evidence.

### Head Teacher and Leadership team

---

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff who has good knowledge of the act, has day-to-day responsibility for co-

coordinating implementation of the policy and for monitoring outcomes.

## Teaching and Support Staff

---

All teaching and support staff:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the school's principles, for example: in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

We provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

## Visitors

---

All visitors to the school, including parents, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

## Key Contacts

---

Staff responsible for equalities:

Lead member of the Academy Council:

## Equal Opportunities for Staff

---

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all members of staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## Head Teacher and Leadership team

---

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, Academy Council members and parents/carers.

## Disseminating the policy

---

This Equality Policy along with the Equality Objectives and the Accessibility Plan are available:

- On the school website.
- On the school staff computer network.
- As paper copies in the school office.
- As part of induction for new staff.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish relevant policies and guidance including those on behaviour, anti-bullying and special educational needs and disabilities on our website also.

## Complaints

---

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure.

## Appendix One

---

### Check list for school staff and members of the Academy Council:

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equalities Policy, Plan and Objectives have been shaped by the views, input and involvement of staff, parents, Academy Council members, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equalities Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equalities Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- We promote our school values, which include courage, trust, enjoyment, partnership, equality, excellence: in assemblies, in lessons, through modelling appropriate behaviour and newsletters.
- We promote the British values, which include: democracy; the rule of law; individual liberty; and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. We do this in assemblies, in lessons, through modelling appropriate behaviour and through newsletters.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled, both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as: Black History Month, International Week and Remembrance Day etc. to raise awareness of issues around race, disability and gender.
- The school environment is increasingly accessible to pupils, staff and visitors to the school.
- Parents Evenings and other events which parents/carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents/carers, pupils and staff are considered in the publishing and sending out of information.
- The Academy Council is representative of the community it serves as far as possible.
- Procedures for the election of Academy Council members are open to candidates and voters who are disabled.

## Appendix Two

### EQUALITY ACTION PLAN 2016-2017

#### Overriding Lime Trust Objectives:

Equality Objectives	Actions	Lead
To increase the extent to which disabled pupils can participate in the school curriculum	Enhance knowledge and confidence amongst staff on approaches to teaching disabled pupils by continuing professional development	
To ensure all Pupil Premium pupils make good or better progress in line with their peers	The Head Teacher ensures that the Pupil Premium grant is appropriately directed to support Pupil Premium pupils (refer to PPG plan)	
To ensure all Key groups have attendance above 95%	Regular monitoring and tracking of attendance, weekly parents' surgeries to address attendance issues with attendance advisor	

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Lead	Time frames
	Eliminate discrimination, harassment and victimisation.				
	Advance equality of opportunity between different groups.				
	Foster good relations between different groups.				
<i>It might also be useful to include plans for accessibility</i>					
	Accessibility - premises				

## Appendix Three

### Procedure for dealing with prejudice related incidents

---

A prejudiced related incident is any incident which is perceived as such by the victim or any other person, regarding a protected characteristic under the Equality Act 2010.

The school opposes all forms of such behaviour and ensures that if these incidents occur, they are dealt with thoroughly.

- The teacher/adult present at the time should immediately offer support to victim and express disapproval to the perpetrator(s).
- As soon as possible, the teacher/adult shall discuss with all present, the meaning, seriousness and hurtfulness of such of behaviour.
- The incident shall then be logged in the Incident/Discrimination Log, which shall be advised to the perpetrator(s).
- Incidents will be monitored by the senior management team and appropriate action taken.
- As with any other persistent and unacceptable forms of behaviour, the SLT usually involves parents in further discussion.
- The Academy Council are advised of patterns and trends of unacceptable behaviour each term.

Unacceptable behaviour will incur the following consequences:

- Parents involved.
- Targets set.
- Meeting with an Academy Council representative.
- A fixed term exclusion.